

## Checking for Validity

### Virginia History

(Note: This is a flawed example.)

G U

Templates

Stage 1

Stage 2

Stage 3

Peer review

Exer

Process sheets

Glossary

What understandings or goals will be assessed through this task?

Virginia History Standard 5.7: The student will understand the causes and effects of the Civil War with emphasis on slavery, states' rights, leadership, settlement of the West. . . secession, military events.

Students will demonstrate knowledge of and skill in using topographical maps.

What criteria are implied in the standards and understandings *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

- Thorough analysis of cause and effect
- Historically accurate

- Accurate map
- Drawn to scale

Through what authentic performance task will students demonstrate understanding?

#### Task Overview:

You are opening a new museum on the Civil War designed to inform and engage young people. Your task is to select a decisive Civil War battle, research the battle, and construct a diorama of the battle. Attach an index card to your diorama containing the date of the battle, the names of the opposing generals, the number of casualties on each side and the victor. Finally, create a topographical map to show an aerial view of the battlefields.

Remember: Your map must be drawn to scale. Neatness and spelling count!

What student products and performances will provide evidence of desired understandings?

Diorama of Civil War battle

Topographical map of battlefield

By what criteria or indicators will task-derived student products and performances be evaluated? (Consider criteria that refer to desired task content, process, and results.)

- Actual Civil War battle depicted
- Accurate information on index card
- Neat and colorful
- Correct spelling

- Accurate topography
- Drawn to scale
- Includes compass rose
- Correct placement of armies
- Neat and colorful